

# HOME SCIENCE (68)

## CLASS X

There will be **one** written paper of **two** hours duration carrying 100 marks and Internal Assessment of 100 marks.

### PART I: THEORY

The paper will be divided into **two** Sections, A and B.

**Section A** will consist of questions requiring short answers and will cover the entire syllabus. There will be no choice of questions.

**Section B** will consist of questions requiring longer answers. Candidates will be required to answer **four** questions. There will be a choice of questions.

#### 1. Home Planning

- (i) Furnishing the home.

*A general idea of how use of colour and fabric in furnishing and draperies can enhance the appearance of a room. The need to consider cost and durability of fabric for home furnishing should also be emphasized.*

- (ii) Lighting in the home.

*Choice of appropriate fixtures and fittings for providing adequate lighting.*

- (iii) Layout and planning of kitchens.

*An introduction to the choice of appropriate kitchen equipment and design of kitchen space with respect to placement of cooking space, work space and storage space for most efficient utilization of space and time.*

#### 2. Management of Money

- (i) Fundamentals of banking.

*Types of deposit accounts: savings, recurring and fixed deposit accounts. Opening and*

*operating a bank account, writing a cheque, balancing a cheque book.*

- (ii) Importance of budgeting, saving, types of savings.

*Role of budgeting in the efficient management of money. An understanding of how budgeting helps in proper planning and judicious utilization of available resources. Need for saving, ways and means of saving, types of savings.*

- (iii) Use of credit in purchase, hire purchase and installment plans.

*An understanding of the concept of purchasing on credit and its subsequent repayment according to installment plans; concept of hire purchase, its advantages and disadvantages.*

- (iv) Economical shopping.

*Advantages of economical shopping. The role economical shopping plays in better money management.*

#### 3. Growth and Development in Middle Childhood

- (i) Milestones of development with respect to physical, social-emotional, cognitive and language development in children between five and twelve years of age.

*An introduction to the changes in growth and development that take place between 5- 12 years of age with respect to physical growth and ability, cognitive and language development and social interactions.*

- (ii) Importance of family for growth and development of the school -age child.

*An introduction to how parental disciplining and modelling influences children; rules of*

*behaviour laid down in families; the role of siblings and extended family members in the growth and development of the school-age child.*

- (iii) The role of the peer group and school for development of the school-age child.

*An insight into the importance of friendship for the school-age child; the development of hobbies and other interests; the development of pro-social and aggressive behaviour.*

#### **4. Growth and Development in Adolescence**

- (i) Physical growth of adolescents, pubertal changes.

*A brief introduction to the relationship of physiology and maturation during adolescence. The role of endocrine glands and their influence on physical and psychological changes during adolescence. Differences in physical maturity of boys and girls.*

- (ii) Physiology of menstruation.

*An introduction to physiology of menstruation, need for positive approach to menarche, menstrual irregularity, pre-menstrual tension/stress, factors that could influence timing of sexual maturity.*

- (iii) Hygiene needs during adolescence.

*Issues such as body odour, appearance of facial and body hair, acne, etc. for both boys and girls.*

- (iv) Emotional concerns of adolescence.

*Introduction to the importance of emotions in influencing physical well-being and behaviour; means of dealing with emotions.*

- (v) Role of the family, peer group and school in the life of an adolescent.

*An introduction to the interaction of the family, peer group and school for the adolescent; issues of conflict between parental values and those of the peer group.*

#### **5. Meal Planning**

- (i) Nutritional needs of young children, adolescents, older people.

*Introduction to caloric requirements for different age groups, with reference to activity level and age.*

- (ii) Meal planning for members of the family.

*Planning of balanced meals keeping in mind the caloric requirements of different family members according to their age and activity levels.*

- (iii) Hygienic preparation, storage and preservation of food.

*Self-explanatory.*

- (iv) Preparation of nutritional snacks.

*Planning nutritional snacks for: preschoolers; young school going children, adolescents and older people.*

#### **6. Care of Textiles and Clothing**

- (i) Laundering of clothes.

*Dry and wet methods of cleaning.*

- (ii) Laundry material.

*Use of detergents and soaps, starch and bleaching agents.*

- (iii) Methods of stain removal.

*A brief introduction on methods of removing common stains such as ink, turmeric, blood stains, etc.*

- (iv) Mending of clothes.

*Darning, patching, stitching buttons and hooks.*

### **PART II: INTERNAL ASSESSMENT**

To be assessed internally by the school - 100 Marks.

#### **Practical Work**

Candidates will be required to practice one or more aspects of household work or cookery or care of clothing. They may also undertake practical work on any of the topics suggested below. The teacher is free to assess the practical work either on the basis of continuous assessment or on the basis of periodical tests.

**The minimum number of assignments for each academic year:**

**Class IX** - Five practical oriented assignments as prescribed by the teacher.

**Class X** - Five practical oriented assignments as prescribed by the teacher.

**Suggested Assignments**

- Preparation of nutritious snacks.
- Removal of stains from clothes/ fabric.
- Finding out from parents about planning of household budget.
- Plan a system for recycling of waste produced by the school/home.
- Preparation of compost piles.
- Gardening.
  
- Household work: Use and care of household equipment, such as, kitchen utensils; sitting - room furniture - furnishings, bedrooms furniture, bathroom fittings, etc.
- Cookery: Cooking processes; boiling, frying, steaming, grilling, baking, stewing, etc. Planning and preparation of meals for various occasions.
- Care of clothing: Laundering, dry-cleaning, and use of detergents.
- Simple first aid in the home.
- Observe two children, one from 1 to 3 years another from 3 to 5 years and record their milestones in any two areas of development.

- List foods you have eaten on any one day and classify them into food groups.
- Collect samples of fabrics and compare them on the basis of cost, durability, appearance and suitability.

**Final Test**

In addition to the course work the candidate will be tested in one or more aspects of household work or cookery or care of clothing by the External Examiner.

**EVALUATION**

The assignments/project works are to be evaluated by the subject teacher and by an External Examiner. The External Examiner may be a teacher nominated by the Head of the school, who could be from the faculty, **but not teaching the subject in the section/class**. For example, a teacher of Home Science of Class XI may be deputed to be an External Examiner for Class X, Home Science projects.

The Internal Examiner and the External Examiner will assess the assignments independently.

**Award of marks**

Subject Teacher (Internal Examiner): 50 marks  
External Examiner : 50 marks

The total marks obtained out of 100 are to be sent to the Council by the **Head** of the school.

The Head of the school will be responsible for the entry of marks on the mark sheets provided by the Council.

**INTERNAL ASSESSMENT IN HOME SCIENCE - GUIDELINES FOR MARKING WITH GRADES**

<b>Criteria</b>	<b>Planning Efficiency</b>	<b>Working to time plan</b>	<b>Manipulation</b>	<b>Quality produced</b>	<b>Appearance/Arrangement</b>	<b>Marks</b>
Grade I	Follows the question set and systematically organises the work process.	Is successful in handling parts of the question set and fits them within required time.	Excellent display of manipulative skills - can deal with a laboratory situation efficiently.	With a special insight into the question, the quality developed is of a high standard.	A fine aesthetic sense and artistic ability conveyed in the complete arrangement.	4 marks for each criterion
Grade II	Follows the question set except that the step by step work shows slow operational skill.	Is successful in handling parts of the question, but the smooth work appears to slow down.	Good control of manipulative skills. Has been able to deal with each situation with ease.	The insight into the requirements of the question has been achieved and the quality is good.	The display of colour and equipment used gives an impression of sound organisation.	3 marks for each criterion
Grade III	Follows the question. Order of work process shows lack of coordination.	Is successful in handling the question, however the time link seems to break in some area.	Has been successful with the manipulative skills in parts, then gradually slows down.	The quality has been produced in part but the overall lacks some achievement.	The arrangement appears complete but some special details missing.	2 marks for each criterion
Grade IV	Follows a part of the question, work sequence appears disorganised.	Is able to work only a part of the question within the time stated and then seems confused.	Begins with a control of the skills and is unable to sustain the effort.	Only few areas of quality are visible, which affect the total result produced.	Part of the arrangement is represented but the total appearance lacks finish and composition.	1 mark for each criterion
Grade V	Has not been able to interpret the question into proper laboratory organisation.	Time and work sequence is most disorganised.	Is unable to control and manipulate the required skills.	No standard of quality has been achieved due to poor understanding.	There has been no achievement in either the appearance or arrangement.	0 marks for each criterion